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ABSTRACT

This guide, which is intended for classroom teachers, supervisors, and administrators throughout Alabama, contains the minimum required content (core program) for public school instruction in marketing education in grades 7-12. Presented first are the following: introduction examining the mission, purpose, goals, and structure of marketing education; conceptual framework of Alabama's marketing education course of study; discussion of instruction-related elements; and directions for interpreting the minimum required content. The next two sections consist of parallel lists of topics and content standards for marketing education I (a course containing units on safety, leadership, human relations, communications, work ethics, economics, marketing and business fundamentals, technology in marketing, promotion, selling, risk management, product/service planning, distribution, pricing, financing, and career development) and marketing education II (a course with units on many of the same topics covered in marketing I plus units on international trade, entrepreneurship, purchasing, and management). Concluding the guide are recommended course outlines for the following specialized courses: introduction to marketing, fashion marketing, advertising, entrepreneurship, and international marketing. Appended are the following: national curriculum framework; recommended program of studies; modules for raising retail standards; and Alabama's diploma requirements and guidelines for local time requirements and homework. The bibliography lists 19 references. (MN)

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Alabama Course of Study
Marketing Education

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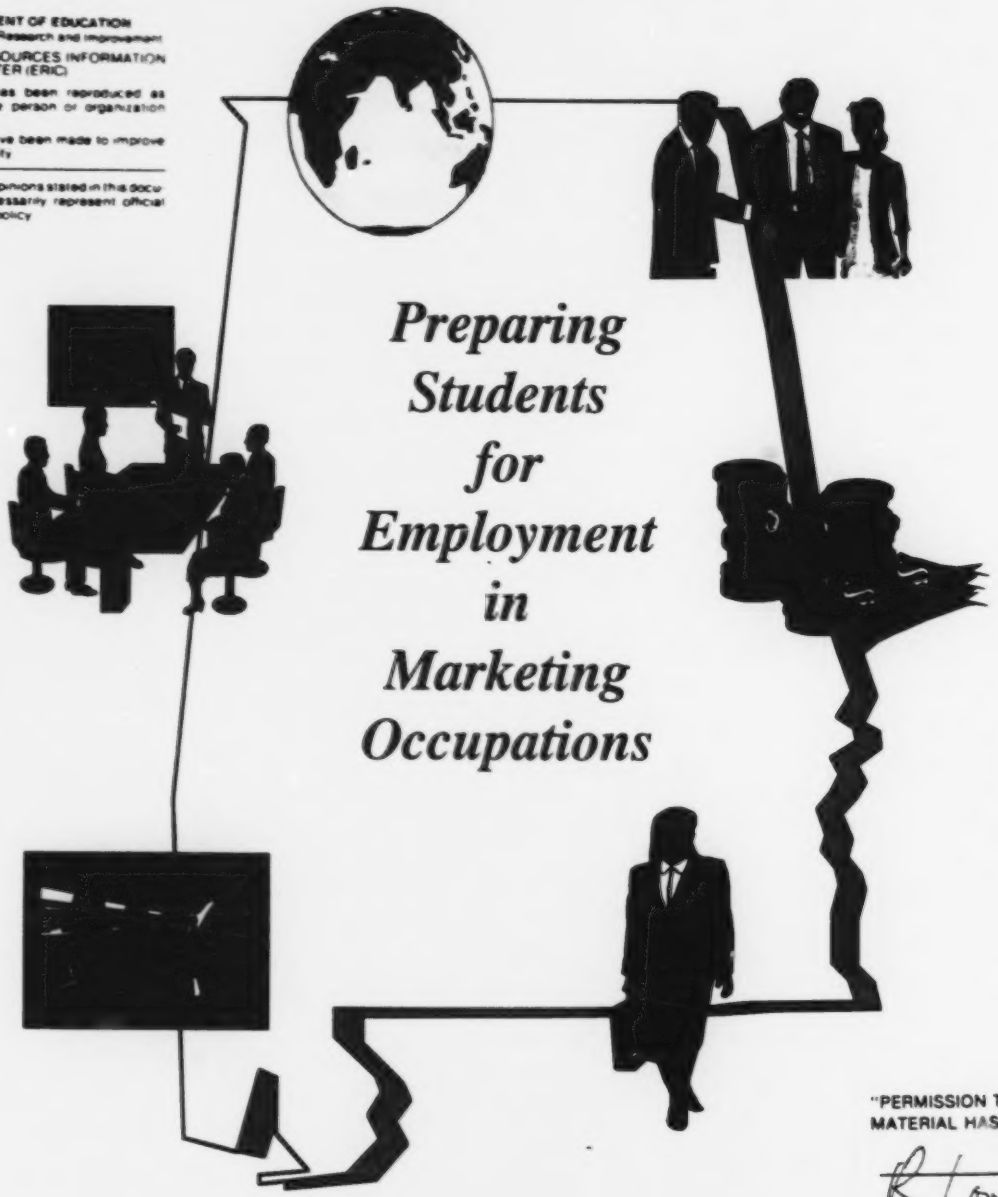

Preparing Students for Employment in Marketing Occupations

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Alabama Course of Study

MARKETING EDUCATION

Ed Richardson
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama
Bulletin 1996, No. 19

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STATE OF ALABAMA
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July 1996

Dear Educator:

Vocational/Technical Education Curriculum is a vital part of the total education program. The course of study includes a complete range of technical skills and interpersonal skills. It incorporates higher-order thinking skills with academic skills to provide for the transition from secondary programs to postsecondary programs. The content of each vocational program emphasizes strong partnership with business and industry to provide for upward job mobility.

The course of study addresses the explosion of information and technological development that has necessitated change in curriculum development and instructional methodology. The **Alabama Course of Study** parallels national efforts to update vocational education to meet the emerging needs of the information age. It reflects a conscious decision to implement a vigorous, integrated, hands-on, minds-on approach for vocational instruction. This course of study serves as a cornerstone in the collaborative efforts among educators, parents, students, and business and technology leaders to provide opportunities for all Alabama students to become occupationally competent citizens.

Designed for use by classroom teachers, supervisors, and administrators to guide the development of local programs, this document contains the minimum required content (core program) for public school instruction in Grades 7-12 in vocational education. The State Board of Education, the Vocational Courses of Study Committee, and I sincerely believe that this Course of Study and instructional programs developed from it will equip future adult citizens with interpersonal and technical skills for life-long occupations.

Sincerely,

Ed Richardson

Ed Richardson
State Superintendent of Education

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Alabama Course of Study:

Marketing Education

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Preface

The Alabama Course of Study: Marketing Education (Bulletin 1996, No. 19) provides the framework for marketing education programs in Alabama's public schools. Content standards in this document are minimum and required (Ala. Code 16-35-4). They are fundamental and specific but not exhaustive. In developing local curriculum plans, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and/or activities that, by design, are not contained in this document.

The 1995-96 Marketing Education Course of Study Committee extensively used the documents *Marketing Education National Curriculum Framework*, (See Appendix A), *National Retail Skills Standards* (See Appendix C), *SCANS Competencies, and Alabama's Marketing Education Curriculum Guide*. In addition, committee members attended state, regional, and national conferences; read articles in professional journals and other publications; reviewed similar curriculum documents from other states; listened to and read statements from interested individuals and groups throughout the state; used each member's academic and experiential knowledge; and discussed issues among themselves and with colleagues. Finally, the Committee reached consensus and developed what it believes to be the best possible marketing education course of study for Alabama's students.

Acknowledgments

This document was developed by the Marketing Education sub-committee of the 1995-96 Vocational Education State Courses of Study Committee that is composed of vocational classroom teachers; local school system vocational directors, supervisors, and other administrators; college educators appointed by the State Board of Education; and business and professional persons appointed by the Governor (Ala. Code §16-35-1). The Marketing Education sub-committee began work in June 1995 and submitted its work to the State Board of Education for consideration in early 1996.

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Appreciation is also extended to **Larry Young**, Retired Marketing Education Teacher/Coordinator, Bradshaw High School who served as content reviewer of the document and to **Gina Bottoms Maio**, Teacher/Coordinator at McLean High School in Virginia who assisted with the course design for International Marketing.

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Julia Sanders and **Patricia James**, support staff in the Marketing Education Section, assisted with the preparation of the document.

Introduction

Mission

The mission of Marketing Education is to:

- develop competent workers in and for the major occupational areas within marketing,
- assist in the improvement of marketing techniques, and
- build understandings of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Purpose

The purpose of the Marketing Education program is to prepare students to enter and advance in productive careers in marketing and/or to enter postsecondary education in marketing. This program focuses on enabling students to develop the knowledge, skills, and abilities needed in marketing jobs at the entry, career-sustaining, and marketing specialist levels.

Goals

The broad goals of the Marketing Education program are to:

- provide students the occupational preparation that will facilitate the development of competent workers in marketing;
- enhance the development of employability skills;
- reinforce basic skills in such areas as communication, mathematics, human relations, and reading;
- develop an understanding and an appreciation of the marketing concept and its application;
- stimulate student interest in career development;
- develop an understanding of marketing functions; and
- create an interest in the free enterprise system.

Structure

The program for Marketing Education is structured to match the diversity of marketing and deals with principles, concepts, attitudes, and skills necessary to prepare students to work and to advance in marketing. A nationally recognized curriculum framework for marketing education provides the basis for curriculum planning that includes competencies at five occupational levels (see Appendix A).

- Entry-Level
- Career-Sustaining
- Specialist
- Supervisor
- Manager/Entrepreneur

Marketing is a technology-driven discipline that is ever-changing, creating new and exciting career opportunities and market places. Marketing technology has expanded traditional markets to encompass markets of the world.

Students have the opportunities to participate in various apprenticeships and similar school-to-work experiences in Marketing Education. Through this program, students develop skills that are essential to their success in the corporate environment as they continue their education and gain higher level professional experiences.

A strong marketing curriculum offers a host of opportunities for integrating, applying, and reinforcing the other academic disciplines. Marketing Education programs work to develop interpersonal and critical thinking skills along with marketing skills that are paramount to successful assimilation of students into the business community.

DECA, the vocational student organization, is an integral part of the Marketing Education program. Members of DECA develop respect for education in marketing that contributes to competence in marketing occupations. In addition, membership promotes leadership development and an understanding of the responsibilities of citizens in the free enterprise system. Students have the opportunity to participate and compete in DECA activities at the local, state, and national levels.

Conceptual Framework

The Marketing Education program is organized into two sequenced core courses: **Marketing Education I** and **Marketing Education II**. A chart depicting the comprehensive Marketing Education program is on page 5.

Designed for entry-level employment, **Marketing Education I** is unique because this course is the foundation of all Marketing Education and is a prerequisite **for Marketing Education II**. Through **Marketing Education II**, students are provided advanced training in marketing with emphasis on management and entrepreneurial skills that prepare students through on-the-job training (co-op) for positions requiring higher levels of responsibilities within marketing businesses.

It is recommended that **Marketing Education I** and **Marketing Education II** each be taught for the equivalent of one year and that those participating as co-op students receive one unit of credit for the related study class and two units of credit for the co-op (on-the-job training).

In addition, there are five specialized courses available for those students with career-specific interests and for those who do not participate in cooperative education training: **Introduction to Marketing**, **Advertising**, **Fashion Marketing**, **Entrepreneurship**, and **International Marketing**. It is recommended that the specialized courses be taught for the equivalent of one year and that the students receive one unit of credit.

Introduction to Marketing is offered to students in Grade 10 or 11 and is the only specialized course that may not be taken after completion of, or simultaneously with, any other marketing course. Upon completion of **Introduction to Marketing**, students may enter **Marketing Education I** or any of the other specialized courses.

Advertising and **Fashion Marketing** are designed as feeder courses for **Marketing Education I** and may be entered in Grade 10 or 11 or taken simultaneously with **Marketing Education I**.

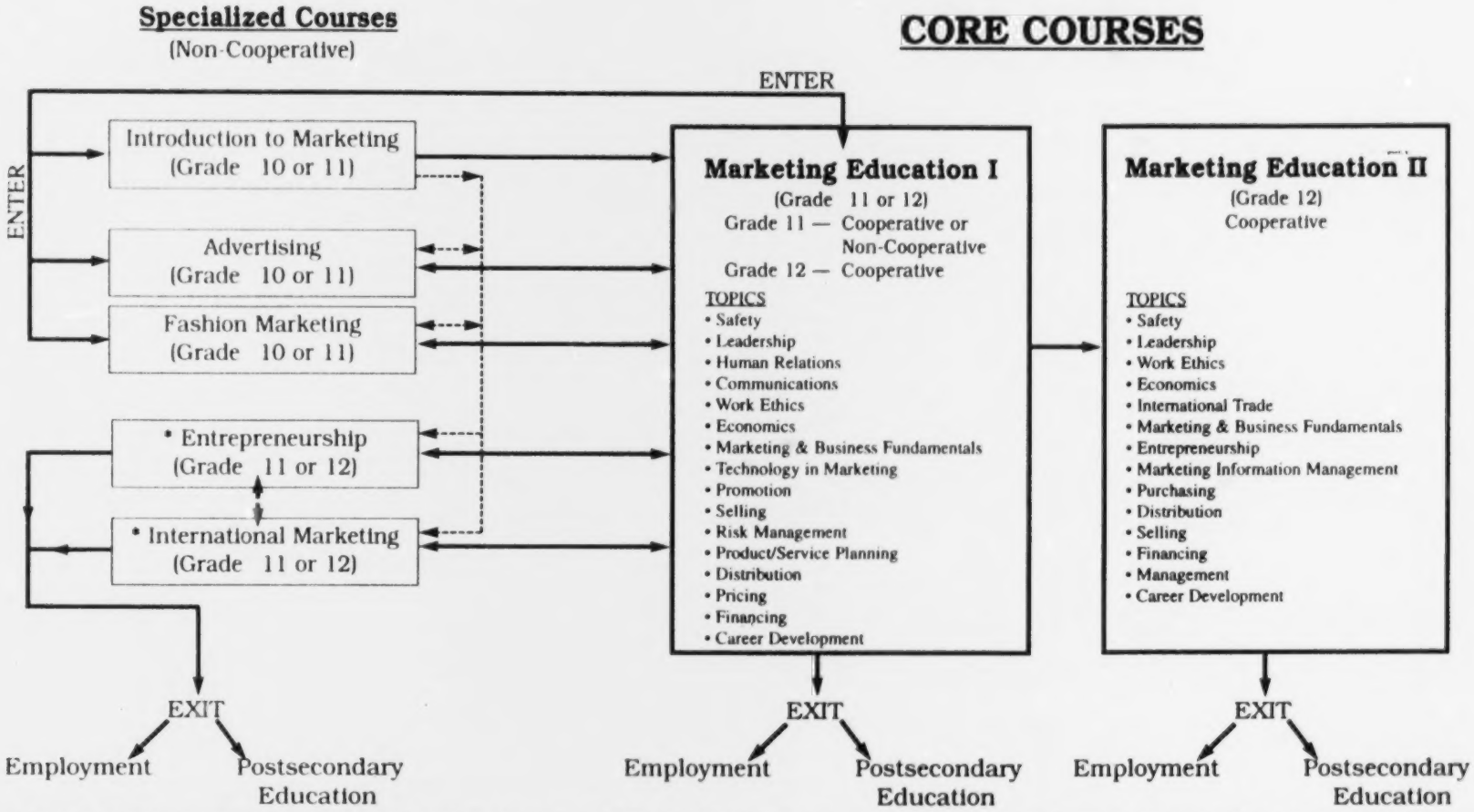
Prior to enrolling in **Entrepreneurship** and **International Marketing**, students should have completed at least one year in any marketing course. These two courses may be entered in Grade 11 or 12. These courses are also available to students who are twelfth graders, have completed at least one year of related study in another Career and Technical Education area, and have an interest in owning their own businesses.

Students entering **Marketing Education I** in Grade 11 may choose to co-op or take the course as non-co-op students. Students entering **Marketing Education I** as twelfth graders must co-op as a part of the course.

All students who are enrolled in **Marketing Education II** must participate in the cooperative education training aspect of the Marketing Education program.

A Marketing Education program completer is any student who completes at least one year of Marketing Education co-op plus any other marketing course OR four units of credit from a combination of marketing courses and recommended business electives (see Appendix B).

Marketing Education



* Students with the equivalent of 1 year of related study in other Career and Technical Education areas may enter Entrepreneurship and/or International Marketing in Grade 12.

SUGGESTED COURSE LENGTHS: This framework is based on the assumption that all specialized and core courses be taught for the equivalent of 1 year.

MARKETING EDUCATION COMPLETER: A Marketing Education program completer is any student who completes at least one year of Marketing Education Co-op plus any other marketing course or 4 units of credit from a combination of marketing courses and recommended business electives (see Appendix B).

KEY: ——→ Suggested routes for participating in marketing program.
- - - - → Alternate routes for participating in marketing program.

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17

Instruction-Related Elements

MARKETING EDUCATION

AN INTEGRATED WHOLE

A Marketing Education program has three unique instructional components: ***Marketing Related Study***, ***On-the-Job Training*** **(Co-op), and** ***DECA.***

MARKETING RELATED STUDY

The **Marketing Related Study** introduces students to the foundations and functions of marketing. Students study economics, marketing and business fundamentals, and marketing foundations and functions (see Appendix A). The related instruction should deal with the principles, concepts, attitudes, and skills necessary to prepare people for work and to advance in marketing occupations.

The best marketing curriculum is one that has been adapted to a specific situation. Local considerations, therefore, are important to final curriculum decisions. These considerations involve such as these factors.

Length of program
Use of cooperative method
Ability level of students
Instructional time per competency

A substantive marketing curriculum offers a host of opportunities for *integrating, applying, and reinforcing the other academic disciplines*. Students of marketing study *economic theory and applications* as a basis for understanding the importance of the marketing discipline in today's global economy. Students learn to value *algebra* as a critical skill used to plan advertising budgets. They soon recognize the importance of *statistics* to analyze consumer behavior. *English* is a tool for strengthening communication with clients. The *social sciences* provide a basis for understanding the intrinsic values of colleagues and consumers alike.

Marketing positions require above-average communications, *problem-solving*, and social skills including *teamwork*. From routine case analysis to the applied experiences of a competitive event with corporate marketers as judges, marketing students are routinely pushed to their individual limits. Marketing, by its very definition, is a discipline that *requires the continuing use of analytical skills for decision-making*. A nationally recognized curriculum framework provides the basis for curriculum planning. Competencies in the National Curriculum Framework were identified through occupational research and analysis and were industry validated (see Appendix A).

Marketing is a *technology-driven discipline*. Computer applications are critical to effective marketing and a key component in contemporary marketing curricula. Applications of technology range from data base management to analysis of consumer behavior and from advertising design to Computer Assisted Design (CAD) used for visual merchandising.

ON-THE-JOB TRAINING (Co-op)

Marketing Education students have the opportunity to enhance their knowledge, skills, and attitudes gained from the classroom through cooperative **On-the-Job Training (Co-op)** experiences. The On-the-Job Training, coordinated by the teacher/coordinator, enhances the student's preparation for a marketing career by establishing a partnership between the school and the business community.

Local businesses cooperate with the local school systems in training Marketing Education co-op students in marketing and/or management positions. These students attend the related study one class period each day and then work at an approved marketing training station for an average of 15 hours per week. Students who work at least 540 hours during the school year should receive two high school credits for the co-op.

Students develop skills that are essential to their success in the corporate environment. Businesses gain access to a pool of talented, interested graduates with a fundamental understanding of marketing.

DECA

DECA is the co-curricular vocational student organization for students enrolled in Marketing Education. Participation in DECA helps students to develop skills and competence for marketing careers, builds self-esteem, and provides opportunities to experience leadership and to practice community service. DECA's Program of Work includes activities such as these.

Sales projects
Banquets
Social activities
Local, state, and national competitive events
Meetings
Conferences
Participation in community service projects
Leadership training

DECA helps Marketing Education students select and prepare for careers in marketing, management, and entrepreneurship. DECA is committed to advocacy for Marketing Education and the growth of business and education partnerships. DECA bridges the gap between traditional classroom-based Marketing Education and the constantly changing demands and challenges of employers in the business world.

Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements of what students should know and be able to do. In this document, the minimum required content as prescribed by the Alabama State Board of Education (Ala. Code 16-35-3) is listed as content standards. The order in which content standards are listed is not intended to convey a sequential order for instruction. A content standard may describe a concept or skill that will be addressed throughout the school year.

2. Content standards describe what students should know and be able to do at the conclusion of the course. Each content standard contains a **STEM** that completes the phrase, "Students will ...." The stem describes what students are expected to do by the end of the course.

> Students will:
>
> *Discuss the concept of international trade.*
>
> (Marketing Education I - Content Standard 29)

3. Additional minimum required content may be listed under a content standard and denoted by a hyphen. The **ADDITIONAL CONTENT** provides specificity for the content standard.

> Students will:
>
> *Explain the components of the marketing mix.*
>
> *- Product*
> *- Price*
> *- Place*
> *- Promotion*
>
> (Marketing Education I - Content Standard 32)

4. **EXAMPLES** help clarify the content standard. They are illustrative but not exhaustive. Teachers may add to or substitute examples when planning instruction.

> Students will:
>
> *Complete accurate retail sales transactions.*
>
> *Examples: cash, charge account, credit card, lay-away, merchandise returns*
>
> (Marketing Education I - Content Standard 55)

MARKETING EDUCATION I

Minimum Required Content

Marketing Education I introduces students to the field of marketing. This program develops interpersonal skills, critical thinking skills, and marketing skills paramount to the success of students in the business community.

Emphasis is placed on the application of marketing concepts and foundations. Students develop skills in human relations, communications, work ethics, leadership, and career development. Students entering Marketing Education I in the eleventh grade may choose to co-op or take the course as a non-co-op student. Students entering Marketing Education I in the twelfth grade must co-op as a part of the program.

It is recommended that the course length be the equivalent of one year and that students participating as co-op students receive one unit of credit for related study class and two units of credit for co-op (on-the-job training).

DECA is Marketing Education's co-curricular vocational student organization and is an integral component of the program. Participation in DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership, and to practice community service. It is DECA's mission to enhance the education of students with interests in marketing, management, and entrepreneurship.

AREA: **Human Resource Foundations**

TOPICS	CONTENT STANDARDS
	Students will:
Orientation	1. Demonstrate an initial understanding of the components of marketing education. – Related study – Co-op (on-the-job training) – DECA

MARKETING EDUCATION I

Minimum Required Content

AREA: Human Resource Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Orientation (continued)	2. Demonstrate an understanding of co-op procedures and program requirements. – Co-op requirements – Evaluation process – Labor laws – Co-op policies
Safety	3. Discuss ways to avoid common work-related accidents. – Causes – Precautions
Leadership	4. Examine benefits acquired through active participation in DECA. – Teamwork – Business etiquette – Competitive spirit – Civic awareness – Pride

MARKETING EDUCATION I

Minimum Required Content

AREA: Human Resource Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Leadership (continued)	5. Examine skills/characteristics necessary for effective leadership. – Problem solving – Motivation – Initiative – Goal setting – Communication – Attentiveness – Open-mindedness – Cooperation – Empathy – Respect – Human resource management
	6. Apply leadership and marketing skills to plan and conduct a community service activity.
Human Relations	7. Develop and practice human relations skills. – Appropriate personal appearance – Positive attitude – Initiative – Interest and enthusiasm – Creativity – Courtesy

MARKETING EDUCATION I

Minimum Required Content

AREA: Human Resource Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Human Relations (continued)	8. Discuss techniques for handling customers. Examples: difficult customers, customer/client complaints, customer inquires
Communications	9. Discuss the process of setting personal goals. 10. Analyze the benefits of fostering positive working relationships. 11. Discuss appropriate business telephone procedures.
Work Ethics	12. Explain the use of written and oral communications skills to enhance business relationships. – Customers – Staff – Co-workers 13. Discuss ways of treating others fairly at work. 14. Explain the importance of valuing differences of others in the workplace.

MARKETING EDUCATION I

Minimum Required Content

AREA: Human Resource Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Work Ethics (continued)	15. Develop and practice ethical work skills and characteristics. – Responsible behavior – Honesty – Self-control – Loyalty – Self-respect

MARKETING EDUCATION I

Minimum Required Content

AREA: Economic Foundations of Marketing

TOPICS	CONTENT STANDARDS
	Students will:
Economics	16. Explain the importance of marketing in a free enterprise system. 17. Explain the concept of economics and economic activities. – Scarcity – Opportunity cost – Trade-offs – Economizing – Consumption – Production – Exchange 18. Explain the concept of economic goods and services. 19. Describe the concept of economic resources. – Capital – Land (natural resources) – Labor (human resources) 20. Explain the basic economic decisions nations must make in order to establish economic systems. – What to produce? – How to produce it? – For whom is it produced?

MARKETING EDUCATION I

Minimum Required Content

AREA: Economic Foundations of Marketing

TOPICS	CONTENT STANDARDS
	Students will:
Economics (continued)	21. Compare major types of economic systems. – Capitalism – Communism – Socialism
	22. Contrast the ways economic systems make basic economic decisions.
	23. Explain the concept of private enterprise. – Profit – Supply and demand – Price – Utility – Competition Examples: major forms, effects on buyers and sellers
	24. Compare forms of business ownership. – Sole proprietorship – Partnership – Corporation – Franchise

MARKETING EDUCATION I

Minimum Required Content

AREA: Economic Foundations of Marketing

TOPICS	CONTENT STANDARDS
	Students will:
Economics (continued)	25. Discuss the impact of government regulations and agencies on business and labor relations. – Americans with Disabilities Act (ADA) – Wage and Hour Law – Equal Employment Opportunity Act – Sherman Anti-Trust Act – Interstate Commerce Commission (ICC) – Federal Trade Commission (FTC) – Office of Safety and Health Administration (OSHA) 26. Explain the use of common measurements to describe the output of the U.S. economy. – Gross National Product (GNP) – Gross Domestic Product (GDP) 27. Analyze reasons why people choose to take business risks. 28. Analyze the significance of productivity. 29. Discuss the concept of international trade.

MARKETING EDUCATION I

Minimum Required Content

AREA: Marketing Functions

TOPIC	CONTENT STANDARDS
	Students will:
Marketing and Business Fundamentals	30. Explain basic business activities. – Production – Accounting – Finance – Marketing – Management
	31. Describe the functions of marketing. – Risk Management – Distribution – Selling – Pricing – Marketing Information Management – Financing – Promotion – Purchasing – Product and/or Service Planning
	32. Explain the components of the marketing mix. – Product – Price – Place – Promotion
	33. Describe the concepts of market and market identification. – Target market – Methods of segmentation – Mass marketing

MARKETING EDUCATION I

Minimum Required Content

AREA: Marketing Functions

TOPIC	CONTENT STANDARDS
	Students will:
Marketing and Business Fundamentals (continued)	34. Evaluate appropriate channels of distribution.
	35. Describe the importance of conducting market research.
	36. Explain the relationship of marketing to business and society. – Social responsibility – Environmental issues – Consumer protection – Legal/ethical concerns
	37. Explain marketing strategies.
Technology in Marketing	38. Explain the uses and the impact of technology in each of the marketing functions.
	39. Explain the uses of telemarketing. – Advantages – Disadvantages
Promotion	40. Explain the role of promotion.

MARKETING EDUCATION I

Minimum Required Content

AREA: Marketing Functions

TOPIC	CONTENT STANDARDS
	Students will:
Promotion (continued)	41. Explain the concept of the promotional mix. – Advertising – Personal selling – Publicity – Public relations – Visual merchandising
	42. Explain the types of advertising media.
	43. Compare and contrast advantages and disadvantages of different advertising media. – Print – Broadcast
	44. Discuss the factors that affect media costs.
	45. Analyze the elements of an effective print advertisement.
	46. Examine ways that businesses gain favorable publicity.
	47. Discuss the elements and principles of design used in visual merchandising.
	48. Describe the purpose of selling.
	49. Analyze needs determined by different customer personalities.

MARKETING EDUCATION I

Minimum Required Content

AREA: Marketing Functions

TOPIC	CONTENT STANDARDS
	Students will:
Selling	50. Explain the selling process. 51. Explain guidelines for using buying motives. 52. Explain the process of facilitating customer-buying decisions. 53. Demonstrate the steps of a sale. –Preapproach –Approach –Determine needs and wants –Feature benefit presentations –Handling customer objections –Closing the sale –Suggestion selling and reassurance 54. Describe follow-up techniques. Examples: telephone calls, thank-you notes, special orders, customer/clientele record 55. Complete accurate retail sales transactions. Examples: cash, charge account, credit card, lay-a-way, merchandise returns

MARKETING EDUCATION I

Minimum Required Content

AREA: **Marketing Functions**

TOPIC	CONTENT STANDARDS
	Students will:
Selling (continued)	56. Examine money-handling skills of a cashier. – Arrange cash drawer. – Verify change fund. – Check for adequate change. – Make correct change. – Balance the cash drawer. – Guard against theft.
	57. Discuss methods of entering electronic sales transactions. – Manual key entry – Electronic wand entry – Optical scanning
Risk Management	58. Discuss the types of business risks. – Economic – Natural – Human
	59. Determine appropriate security precautions for each type of business risk.
	60. Identify causes of inventory shrinkage.

MARKETING EDUCATION I

Minimum Required Content

AREA: Marketing Functions

TOPICS	CONTENT STANDARDS
	Students will:
Product/Service Planning	61. Describe the stages of product life cycles. – Introduction – Growth – Maturity – Decline
	62. Explain applicable product grades and standards.
	63. Explain warranties and guarantees.
Distribution	64. Describe the ordering and receiving process. – Purchase orders – Invoices – Discount terms – Payment terms – Shipping terms
	65. Explain the concept of inventory systems. – Stock counts – Maintaining stock levels – Stock turnover – Open-to-buy
Pricing	66. Explain the importance of proper pricing.

MARKETING EDUCATION I

Minimum Required Content

AREA: **Marketing Functions**

TOPIC	CONTENT STANDARDS
	Students will:
Pricing (continued)	67. Examine factors affecting pricing decisions. – Buying power – Psychological pricing – Supply and demand – Competition – Cost
	68. Discuss calculations associated with pricing. – Mark-ups and mark-downs using pricing formulas – Taxes – Discounts – Unit pricing – Miscellaneous charges
Financing	69. Describe the nature and scope of financing.
	70. Explain the types and purposes of credit.
	71. Explain the uses of credit.

MARKETING EDUCATION I

Minimum Required Content

AREA: **Human Resource Foundations**

TOPIC	CONTENT STANDARDS
	Students will:
Career Development	72. Examine career opportunities in marketing. 73. Apply skills associated with locating and securing a job. – Complete employment application. – Create résumé. – Write letter of application. – Participate in job interview. – Use interview follow-up techniques. 74. Explore and follow up job leads. 75. Discuss proper procedures for submitting resignations.

MARKETING EDUCATION II

Minimum Required Content

Marketing Education II provides students with advanced training in marketing with emphasis on management and entrepreneurial skills. Students are prepared through on-the-job training (co-op) for positions requiring higher levels of responsibilities within marketing businesses.

In Marketing Education II, students acquire mastery of skills across all marketing functions including purchasing, distribution, selling, financing, and information management. Through the cooperative education training aspect, students apply advanced decision-making and leadership skills to business situations.

Marketing Education I is a prerequisite for entering Marketing Education II. All students who are enrolled in Marketing Education II must participate in the cooperative education training aspect of the program.

It is recommended that the course length be the equivalent of one year and that students participating as co-op students receive one unit of credit for related study class and two units of credit for co-op (on-the-job training).

DECA is Marketing Education's co-curricular vocational student organization and is an integral component of the program. Participation in DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership, and to practice community service. It is DECA's mission to enhance the education of students with interests in marketing, management, and entrepreneurship.

AREA: **Human Resource Foundations**

TOPICS	CONTENT STANDARDS
	Students will:
Orientation	1. Demonstrate an initial understanding of the different aspects of marketing education. – Related study – Co-op (on-the-job training) – DECA

MARKETING EDUCATION II

Minimum Required Content

AREA: Human Resource Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Orientation (continued)	2. Demonstrate an understanding of co-op procedures and program requirements. – Co-op requirements – Evaluation process – Labor laws – Co-op rules
Safety	3. Discuss ways to avoid common work-related accidents. – Causes – Precautions
Leadership	4. Analyze benefits acquired through active participation in DECA. – Competitive spirit – Teamwork – Civic responsibility – Pride – Business etiquette

MARKETING EDUCATION II

Minimum Required Content

AREA: Human Resource Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Leadership (continued)	5. Analyze skills/characteristics necessary for effective leadership. – Problem solving – Initiative – Communication – Listening – Open-minded – Team player – Empathy – Respect – Human resource management
	6. Apply leadership and marketing skills to plan and conduct a community service activity.
Work Ethics	7. Discuss integrity and ethics in business.
	8. Explain the importance of ethical behavior for marketers.
	9. Analyze ethical issues facing marketers.
	10. Analyze the impact of making ethical business decisions.
	11. Explain the importance of valuing differences of others in the workplace.

MARKETING EDUCATION II

Minimum Required Content

AREA: Advanced Economic Foundations of Marketing

TOPICS	CONTENT STANDARDS
	Students will:
Economics	12. Analyze the relationships of fundamental economic concepts. – Economic activities – Economic goods and services – Economic resources – Utility – Supply and Demand – Competition – Profit – Risk – Price
	13. Compare and contrast major economic systems.
	14. Analyze the relationship between government and business.
	15. Discuss the impact of organized labor on the U.S. economy.
International Trade	16. Describe the nature, growth, and importance of international trade.
	17. Explain theories of international trade.
	18. Discuss balance of trade. – Importing – Exporting – Trade deficit – Trade surplus

MARKETING EDUCATION II

Minimum Required Content

AREA: Advanced Economic Foundations of Marketing

TOPICS	CONTENT STANDARDS
	Students will:
International Trade (continued)	19. Identify and explain key dimensions of international trade. – Governmental policies – Currency values (exchange rate) – International agreements – Cultural differences 20. Explore career opportunities in international trade. 21. Analyze factors related to selecting employees for international employment.

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing and Business Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Marketing and Business Fundamentals	22. Discuss the importance of marketing and its role in the American economy.
	23. Analyze the components of the marketing mix. –Product –Price –Place –Promotion
	24. Discuss the concept of financing.
	25. Explain the concept of management.
	26. Describe the concept of production.
	27. Explain the concept of accounting.
	28. Analyze the relationship of business to society.
Entrepreneurship	29. Discuss how entrepreneurship/small business firms are beneficial to the economy.
	30. Discuss the advantages and disadvantages of entrepreneurship.
	31. Discuss personal characteristics and skills needed by entrepreneurs.
	32. Analyze the risks involved in entrepreneurship.

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing and Business Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Entrepreneurship (continued)	33. Summarize advantages and disadvantages of common types of business ownership. – Sole proprietorship – Partnership – Corporation – Franchise 34. Discuss the importance and purpose of a business plan. 35. Describe the major sections of a business plan. –Description and analysis –Marketing/promotion –Financial 36. Delineate the steps involved in the description and analysis of the business situation. – Description of business and its philosophy – Self-analysis – Trading area analysis – Market segment analysis – Potential location analysis – Determination of type of business ownership – Steps in forming a business – Planned personnel needs

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing and Business Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Entrepreneurship (continued)	37. Analyze the steps involved in a marketing/promotion plan. – Description of products or services – Description of pricing policy – Description of a marketing and promotion plan
	38. Explain the elements involved in developing a financial plan. – Estimated startup costs – Financial statements – Income/cash flow statement – Balance sheet – Sources of capital Examples: external, personal/internal

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing Functions

TOPICS	CONTENT STANDARDS
	Students will:
Marketing and Business Fundamentals	39. Analyze the relationships among the functions of marketing. – Risk management – Distribution – Selling – Pricing – Marketing Information Management – Financing – Promotion – Purchasing – Product and/or service planning
Marketing Information Management	40. Analyze the importance of marketing research. 41. Explain the steps in the marketing research process. –Define problem. –Obtain data. –Analyze data. –Recommend solutions. –Implement findings. 42. Contrast the different areas of marketing research. – Advertising – Business – Operations – Corporate responsibility – Product – Sales and market

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing Functions

TOPICS	CONTENT STANDARDS
	Students will:
Purchasing	43. Discuss basic purchasing decisions a business must make.
	44. Describe the purchasing process. –Determining needs –Identifying and selecting resources –Placing the order –Obtaining feedback –Evaluating purchases
Distribution	45. Explain the nature and scope of physical distribution. –Transportation –Storage –Product handling
	46. Explain the nature and scope of taking inventory. –Determination of overage, shortage, discrepancies –Verification of accuracy –Stock assessment
	47. Describe basic reasons for transferring inventory. –Business conditions –Defective merchandise –Stock adjustment –Customer request

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing Functions

TOPICS	CONTENT STANDARDS
	Students will:
Selling	48. Explain the need of maintaining stock, displays, selling floor, and customer service area. –Organize and maintain supplies. –Organize stockroom and storage. –Clean selling floor and customer service area. –Report needs for repair or replacements. –Arrange merchandise. –Maintain displays following company guidelines. 49. Explain selling policies. 50. Examine reasons for building clientele. 51. Analyze aspects of negotiating a selling contract. –Prices –Allowances –Quantities –Delivery terms –Payment terms
Financing	52. Discuss the process of extending credit. 53. Analyze the role of marketing in financial planning. 54. Discuss the factors that contribute to the financial performance of a business. – Revenue – Cost –Results

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing and Business Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Management	55. Explain the functions of management. –Leading –Planning –Organizing –Controlling –Staffing
	56. Explain the use of management information systems in the management functions.
	57. Analyze leadership characteristics and styles.
	58. Discuss human relation skills required of effective managers.
	59. Discuss the importance of managing diversity in the workplace.
	60. Discuss aspects of personnel selection. –Assuring diversity –Interviewing techniques –Verifying applicant information –Maintaining confidentiality –Following hiring process –Recognizing applicant rights –Adhering to discrimination laws

MARKETING EDUCATION II

Minimum Required Content

AREA: Marketing and Business Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Management (continued)	61. Discuss steps in orienting new employees.
	62. Explain methods of building employee morale. Examples: conflict resolution, teamwork, rewards, empathy, empowerment, positive reinforcement, communication
	63. Discuss the concept of handling employee complaints.
	64. Discuss training/human resources development techniques.
	65. Describe major job responsibilities of supervisors/managers. –Communicating goals and directions –Keeping management informed –Evaluating and improving employee performance –Motivating employees –Using resources wisely

MARKETING EDUCATION II

Minimum Required Content

AREA: Human Resource Foundations

TOPICS	CONTENT STANDARDS
	Students will:
Career Development	66. Describe the career opportunities associated with each marketing function.

Specialized Courses
Recommended Course Outline

INTRODUCTION TO MARKETING

Introduction to Marketing provides students with opportunities to gain a basic understanding of the field of marketing while refining basic skills that are needed for maximum success in Marketing Education I and Marketing Education II. This course is open to non-co-op students in Grades 10 and 11. It may be taught as a semester course or expanded to a one-year course with a more in-depth study of the topics and additional competencies. The course may be enhanced by projects, field trips, and other instructional activities.

DECA is the co-curricular vocational student organization for students enrolled in Introduction to Marketing. Participation in DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership, and to practice community service. It is DECA's mission to enhance the education of students with interests in marketing, management, and entrepreneurship.

I. Orientation

A. Marketing Education
B. DECA
C. Safety

II. Economic Foundations

A. Free Enterprise
B. Other Economic Systems

III. Marketing Foundations

A. Definition of Marketing
B. Marketing Terminology
   1. Channels of Distribution
   2. Functions of Marketing
   3. Marketing Segmentation
   4. Marketing Mix
   5. Target Marketing

IV. Basic Skills

A. Math
B. Communications
   1. Oral
   2. Written
C. Interpersonal

V. Basic Salesmanship Concepts

A. Customer Knowledge
B. Product Knowledge
C. Sales Process
D. Sales Support

VI. Sales Promotion

A. Advertising
B. Visual Merchandising
C. Personal Selling
D. Publicity

VII. Marketing Careers

A. Trends
B. Planning
C. Opportunities

VIII. Employability Skills

RECOMMENDED COURSE OUTLINE

FASHION MARKETING

Fashion Marketing is designed to give students an understanding of the fundamentals, foundations, and business practices of the fashion industry. This course is open to non-co-op students in Grades 10 and 11. It may be taught as a semester course or expanded to a one-year course with a more in-depth study of the topics and additional competencies. The course may be enhanced by projects, fashion shows, field trips, and other instructional activities.

DECA is the co-curricular vocational student organization for students enrolled in Fashion Marketing. Participation in DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership, and to practice community service. It is DECA's mission to enhance the education of students with interests in marketing, management, and entrepreneurship.

I. Orientation

A. Marketing Education
B. DECA
C. Safety

II. Introduction to Fashion Marketing

A. Terminology
B. Principles

III. Economics of the Fashion Industry

A. Basics of Economics
B. Theories of Adoption
C. Fashion Cycles
D. Fashion Trends

IV. Foundation of Fashion

A. History of Fashion
B. Textiles
C. Color
D. Fashion Designers

V. The Role of Marketing

A. Marketing Functions
B. Marketing Mix
C. Marketing Segmentation
D. Channels of Distribution

VI. Fashion Merchandising

A. Promotion
   1. Selling
   2. Advertising
   3. Publicity and Public Relations
   4. Visual Merchandising
B. Buying
C. Pricing

VII. Career Planning

A. Career Opportunities in Fashion
B. Career Research

VIII. Employability Skills

ADVERTISING

The Advertising course introduces the student to types of advertising, advertising media, and the development of an advertising plan. This course is open to non-co-op students in Grades 10 and 11. The suggested minimal content is outlined below. It may be taught as a semester course or expanded to a one-year course with a more in-depth study of the topics and additional competencies. The course may be enhanced by projects, field trips, and other instructional activities.

DECA is the co-curricular vocational student organization for students enrolled in Advertising. Participation in DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership, and to practice community service. It is DECA's mission to enhance the education of students with interests in marketing, management, and entrepreneurship.

I. Orientation

A. Marketing Education
B. DECA
C. Safety

II. Introduction to Advertising

A. Advertising as a Promotional Tool
B. Marketing in the Advertising Industry

III. Types of Advertising

A. Organizational
B. Product
C. Co-operative

IV. Advertising Media

A. Print
   1. Newspaper
   2. Magazine
   3. Direct Mail
   4. Outdoor Advertising
   5. Directory Advertising
   6. Transit Advertising

B. Broadcast
   1. Radio
   2. Television

C. Specialty

D. Other Media
   1. Sports Arena Billboards
   2. Movie/Video Commercials
   3. Skywriting
   4. Facsimile

V. Selection of Media

A. Costs
B. Market Considerations
C. Other Factors

VI. Advertising Plan

A. Setting Objectives
B. Determining the Advertising Budget
C. Developing the Theme
D. Selecting Media
E. Creating the Advertisements
F. Developing the Advertising Schedule
G. Evaluating the Plan's Effectiveness

VII. Advertising Regulations

A. Full Disclosure
B. Substantiation
C. Cease and Desist Orders
D. Corrective Advertising
E. Fines
F. Self-regulation

VIII. Advertising Services

A. Agency
B. Specialty Advertising
C. Manufacturing
D. Media Advertising Department

IX. Advertising Careers

A. Trends
B. Career Planning
C. Career Opportunities

X. Employability Skills

ENTREPRENEURSHIP

Entrepreneurship provides students the opportunity to explore the fundamentals of starting and operating a business. This course is open to non-co-op students in Grade 11 or 12. It is recommended that students enrolling in Entrepreneurship have the equivalent of one year in marketing or another career and technical education area. It may be taught as a semester course or expanded to a one-year course with a more in-depth study of the topics and additional competencies. The course may be enhanced by projects, field trips, and other instructional activities.

DECA is the co-curricular vocational student organization for students enrolled in Entrepreneurship. Participation in DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership, and to practice community service. It is DECA's mission to enhance the education of students with interests in marketing, management, and entrepreneurship.

I. Orientation

A. Marketing Education
B. DECA
C. Safety

II. Economic Role of Entrepreneurship

A. Historical Overview
B. Concepts of Free Enterprise Systems
   1. Production
   2. Exchange
   3. Consumption
   4. Economic Resources
   5. Economic Indicators
   6. GNP
   7. Profit
   8. Price
   9. Utility
   10. Productivity
   11. Supply and Demand
   12. Competition
   13. Economic Trends
   14. Expansion of Global Marketplace

III. Entrepreneurial Traits

A. Skills
B. Characteristics

IV. Enterprise Development

A. Sources of Enterprise Ideas
B. Types of Ownership
C. Overview of a Business Plan
D. Trading Area Analysis
E. Market Segment Analysis
F. Pricing Policies
G. Proposed Marketing Strategies
H. Legal Considerations and Requirements

V. Small Business Management

A. Management Styles
B. Purchasing, Inventory, and Production Management
C. Human Resource Management
D. Financial Management
    1. Projected Income/Cash Flow Statements
    2. Projected Five-Year Plans
    3. Personal/Internal Capital
    4. External Capital
    5. Repayment Plan
E. Technology
F. Social and Ethical Responsibility
G. Growth Strategies

INTERNATIONAL MARKETING

International Marketing is designed for students interested in learning more about international trade and job opportunities. This non-co-op course will enable students in Grade 11 or 12 to identify the importance of international trade and marketing in the current global economy. Students will gain a broad understanding of the basic concepts needed to be successful in an international business environment. It is recommended that students complete one year of foreign language prior to enrolling in International Marketing or take a foreign language simultaneously with the course. It may be taught as a semester course or expanded to a one-year course with a more in-depth study of the topics and additional competencies. The course may be enhanced by projects, field trips, and other instructional activities.

DECA is the co-curricular vocational student organization for students enrolled in International Marketing. Participation in DECA helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership, and to practice community service. It is DECA's mission to enhance the education of students with interests in marketing, management, and entrepreneurship.

I. Orientation

A. Marketing Education
B. DECA
C. Safety

II. Introduction to International Trade and Marketing

A. Nature of International Trade and Marketing
B. Scope of International Trade
C. Benefits and Precautions in Considering Foreign Markets
D. International Career Opportunities

III. World Trade Environment

A. The History of the U.S. Involvement in World Trade
B. Trade Theories and Economic Concepts
C. Alabama's Role in World Trade
D. Current World Trade Issues
E. Organizations and Agencies Supporting International Trade

IV. Cultural Impact on International Trade and Marketing

A. The Influence of Culture on Business Activities
B. Adapting Business Practices and Behavior to Foreign Market Culture

V. The Impact of Politics on International Marketing

A. Political Party and Economic Systems
B. Political Incentives (or Intervention) in Foreign Enterprises

VI. Legal Concepts of International Marketing

A. Foundations of Legal Systems
B. Areas of Political Legal Conflict
C. Conflict Resolution in International Business Disputes

VII. Strategies for Expansion into International Markets

A. Market Research Strategies
B. Strategies for Entering Foreign Markets

VIII. Marketing Principles Applied to International Trade

A. Product and Service Strategies
B. Product and Service Distribution Strategies
C. Setting Prices and Establishing Terms of Sale
D. Making and Receiving Payment
E. Promotion Strategies for International Markets

APPENDIX A

National Curriculum Framework

The curriculum for Marketing Education should be based on the National Curriculum Framework for Marketing Education.

Based on an analysis of the discipline of marketing, five levels have been identified for use in curriculum planning.

ENTRY -LEVEL marketing occupations involve standard or routine activities with limited need for decision-making skills. These jobs may be obtained by individuals with no previous marketing education, experience, or commitment to a marketing career. Competencies required to secure and hold such a job address good personal appearance, general business behavior, and basic skills such as math and communications. Examples include cashier, bagger, counterperson, clerk, driver, attendant, or order-taker.

CAREER-SUSTAINING level marketing occupations involve performing more complex duties, using routine decision-making skills, and limiting control of one's own working environment. Individuals in a career-sustaining level job should have a basic understanding of the marketing concept and its foundations and have indicated an initial interest in marketing as a potential career. Examples include salesperson, reservationist, waiter-waitress, customer service representative, or stockperson.

MARKETING SPECIALIST involves frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function (selling or advertising). Individuals at the marketing specialist level should have a thorough understanding of the marketing concept and its functions. Examples include professional salesperson, copywriter, buyer, or manufacturer's representative.

MARKETING SUPERVISOR involves a high level of competence in decision-making and leadership. Individuals in this role are responsible for planning, coordinating, and supervising people and/or marketing-related activities. Examples include department manager, supervisor, shift manager, buyer, convention manager, or sales manager.

MANAGER/ENTREPRENEUR implies competence in a variety of tasks related to owning one's own business or managing a department within an organization. Individuals at this level are fully responsible for the success or failure of a unit within an organization or of a small-business enterprise. A comprehensive understanding of marketing and management competencies is required to function in this role. Examples include merchandise manager, marketing manager, store manager, or owner.

MARKETING: RECOMMENDED PROGRAM OF STUDIES

	SECONDARY								POSTSECONDARY			
SUBJECT	9 SEMESTER 1	9 SEMESTER 2	10 SEMESTER 1	10 SEMESTER 2	11 SEMESTER 1	11 SEMESTER 2	12 SEMESTER 1	12 SEMESTER 2	13 SEMESTER 1	13 SEMESTER 2	14 SEMESTER 1	14 SEMESTER 2
English	English (Language Arts)		English (Language Arts)		Language Arts Language Arts w/Technical English		Language Arts Language Arts w/Technical English		Academic and Technical Course Requirements May Vary			
Mathematics	Math		Math		Math		Math					
Science	Science		Science		Science		Science					
Social Studies	Social Studies		Social Studies		Social Studies		Social Studies					
Required Electives	Physical Education		Health/Computer									
Recommended Electives	Introduction to the Working World		Foreign Language		Foreign Language		Psychology Sociology Foreign Language					
Recommended Business Electives	Keyboarding General Business		Computer Applications Accounting		Business Law/Business Math Computer Applications							
Marketing Courses			Introduction to Marketing Fashion Marketing Advertising		* MARKETING I Introduction to Marketing Fashion Marketing Advertising Entrepreneurship International Marketing		* MARKETING I * MARKETING II Entrepreneurship International Marketing		Marketing Retail Marketing Fashion Merchandising Sales Management Restaurant Management Human Resource Management Public Relations Small Business Management Hospitality & Tourism			

Cluster: Business & Marketing

Specialization: Marketing

* Students in Marketing Education I and Marketing Education II who choose to participate in Co-op should work at least 540 hours and receive an additional two credits for the on-the-job training component.

NOTE: A program completer is any student who completes at least one year of Marketing Education Co-op plus any other marketing course OR 4 units of credit from a combination of marketing courses and recommended business electives.

APPENDIX B

APPENDIX C

RAISING RETAIL STANDARDS

Module 1
Provide Personalized Customer Service

TASKS KEY TO HIGH PERFORMANCE

Element 1.1 Initiate Customer Contact

Determine customer's needs by listening and asking questions.

Make shopping experience enjoyable for customer.

Give customer appropriate greeting.

Direct customer to additional services such as delivery, alterations, gift wrapping.

Refer customer to another department/store.

Element 1.2 Build Customer Relations

Follow through on commitments made to customers.

Respond to personal needs of customers.

Honor manufacturers' warranties.

Adhere to company's return policy.

Handle customer complaints.

Balance responsive phone service with in-store service.

Maintain key information on customers.

Conduct customer follow-up.

Provide customer with personalized business card.

Complete special orders.

Schedule personal appointment with shopper, select merchandise in advance.

Module 2
Sell and Promote Products

TASKS KEY TO HIGH PERFORMANCE

Element 2.1 Determine Customer Needs

Listen and ask open-ended questions.

Acquire and apply product knowledge.

Request product feedback from customer.

Handle customer objections.

Verify product is appropriate for customer use.

Offer alternative sales options.

Element 2.2 Build the Sale

Motivate customer to return for future purchases.

Sell customer additional or related merchandise.

Review current advertising and promotions.

Test products to be displayed.

Handle customer returns; transform into new sale.

Initiate/create special promotions.

Convert phone calls into sales.

Encourage customer to open credit accounts and purchase gift certificates.

Element 2.3 Close the Sale

Assist customer in making purchase decision.

Handle transactions and related paperwork.

Inform customer of return/exchange policy.

Open, maintain, and close cash register.

Package merchandise properly.

Assure that shipping/mailings/deliveries are handled properly.

Module 3
Monitor Inventory

TASKS KEY TO HIGH PERFORMANCE

Element 3.1 Take Inventory

Check-in merchandise against paperwork.

Assure accurate pricing on merchandise.

Review stock and re-stock as appropriate.

Locate merchandise through inventory system.

Participate in periodic inventory process.

Element 3.2 Transfer Inventory

Prepare returned merchandise for resale.

Return inventory to manufacturer/vendor.

Initiate and/or respond to requests for merchandise transfer.

Identify damaged items and handle appropriately.

Initiate repair order.

Complete special orders.

Module 4
Maintain Appearance of Department/Store

TASKS KEY TO HIGH PERFORMANCE

Element 4.1 Maintain Stock, Selling, and Customer Services Area

Organize and maintain supplies.

Organize stockroom and storage areas.

Clean selling and customer service areas.

Report need for repairs and replacement.

Element 4.2 Maintain Product Presentation and Displays

Arrange merchandise.

Relay feedback from customers on the effectiveness of displays.

Maintain displays following company's display guidelines.

Dismantle displays.

Module 5
Protect Company Assets

TASKS KEY TO HIGH PERFORMANCE

Element 5.1 Identify and Prevent Loss

Alert customer to your presence/availability.

Attach and remove security devices.

Account for items after customer use of dressing rooms.

Report stock shrinkage.

Report security violations.

Monitor floor merchandise.

Alert sales associates to suspicious customers.

Element 5.2 Follow Safety Procedures

Report safety problems in the department\store.

Follow emergency procedures.

Maintain accurate records.

Module 6
Work As Part of a Department/Store Team

TASKS KEY TO HIGH PERFORMANCE

Element 6.1 Support Co-workers

Share ideas and information about selling, marketing, products, customers, feedback, and loss control.

Attend store meetings and major events.

Assist/turnover sale to co-worker to better serve customer and company.

Assist with training and orientation of new employees.

Work out schedule conflicts with co-workers.

Element 6.2 Create Competitive Advantage

Research the competition (products, prices, and services).

Provide manager and peers with feedback on competition.

Track sales versus established standards.

Develop personal and professional goals.

APPENDIX D

DIPLOMA REQUIREMENTS

Effective for students who begin the ninth grade in the 1996-97 school year, in order to earn an Alabama high school diploma, students must successfully complete the High School Basic Skills Exit Exam and earn the requirements for the Alabama High School Diploma or the Alabama High School Diploma with Advanced Academic Endorsement. A local board of education may establish requirements for receipt of additional endorsements, but any endorsement must include those requirements for the Alabama High school diploma.

Alabama High School Diploma

	Credits
English Language Arts	4
Four credits to include the equivalent of:	
English 9	1
English 10	1
English 11	1
English 12	1
Mathematics	4
Four credits to include the equivalent of:	
Algebra I	1
Geometry	1
Science	4
Four credits to include the equivalent of:	
Biology	1
A Physical Science	1
Social Studies	4
Four credits to include the equivalent of:	
Grade 9	1
World History	1
U. S. History	1
Government	1/2
Economics	1/2
Physical Education	1
Health Education	1/2
Fine Arts	1/2
Computer Applications*	1/2
Electives	5 1/2
Local boards must offer foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, and driver education as electives.	
TOTAL	24

*May be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified staff at the high school. The designated one-half credit will then be added to the electives, making a total of six electives.

Alabama High School Diploma with Advanced Academic Endorsement

Credit earned through applied academic courses or embedded credit situations will not satisfy the core curriculum requirements for a diploma with an advanced endorsement.

	Credits
English Language Arts	4
Must include advanced levels of:	
English 9	1
English 10	1
English 11	1
English 12	1
Mathematics	4
Must include advanced levels of:	
Algebra II with Trigonometry	1
Science	4
Must include advanced levels of:	
Biology	1
A Physical Science	1
Additional Life and/or Physical Science	2
Social Studies	4
Must include advanced levels of:	
Grade 9	1
World History	1
U. S. History	1
Government	1/2
Economics	1/2
Physical Education	1
Health Education	1/2
Fine Arts	1/2
Computer Applications*	1/2
Foreign Language	2
Electives	3 1/2
Local boards must offer foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, and driver education as electives.	
TOTAL	24

*May be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified staff at the high school. The designated one-half credit will then be added to the electives, making a total of four electives.

APPENDIX E

GUIDELINES FOR LOCAL TIME REQUIREMENTS AND HOMEWORK

In accordance with # 1.1.5 (Action Item #F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time-on-task requirements in the State Courses of Study, the following recommendations are made:

- Local school systems should develop time allocations that reflect a balanced school day. In addition, they should account for the law related to time requirements (§16-1-1, Ala. Code, 1975); that is, the total instructional time of each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes.

- The recommended list below resulted from considerations of a balanced educational program. Any deviations established at the local level should be accompanied by rationales that ensure balance and are compatible with the developmental characteristics of students.

NOTE: Time requirements provide a general plan and are to be implemented with a flexibility that encourages interdisciplinary approaches to teaching.

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Art	60 minutes weekly	60 minutes weekly
Music	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly

*Established by the State Department of Education in accordance with §16-40-1 (Ala. Code, 1975)

GRADES 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools that are not accredited as well.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

REMEDIAL AND/OR ENRICHMENT ACTIVITIES

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

KINDERGARTEN

In accordance with *Ala. Admin. Code* r. 290-050-010.01 (4) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part. This standard references the fact that kindergartens in Alabama operate as full-day programs.

In accordance with *Ala. Admin. Code* r. 290-050-010.02, the official guide for program planning in kindergarten is *Alabama Kindergartens,* Bulletin 1987, No. 28. Criteria to be used in scheduling are listed on pages 45-46 of this guide. These include a balance of individual exploration, small-group interest activities, interaction with peers and teachers, handling of concrete materials and many other real world experiences. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

HOMEWORK

Homework is a vital component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and of the role it plays in meeting requirements of a course. Homework should be meaningful and used to reinforce classroom instruction. It should not place students and parents in a position of having to study skills that have not been introduced and practiced through classroom instruction. Furthermore, students and parents should not be burdened by excessive amounts of homework.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

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